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ABSTRACT

Design and implementation of a bilingual curriculum for Spanish-language dominant children in kindergarten and first grade are reported in this study. The general philosophy of the project is expressed in six sections including: (1) introduction, (2) school environment, (3) hypotheses and experimental design, (4) review of the first year's activities, (5) program description, and (6) project results and discussion. The scope of the program description encompasses material on personnel, philosophy, experimental procedures, instructional materials, curriculum, community involvement, public relations, and budgetary considerations. The appendix contains two sample bilingual picture-vocabulary tests and other statistical information concerning evaluation of students and of instructional materials. Sample classroom materials are also furnished. [Not available in hard copy due to marginal legibility of original document.] (RL)

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COMPTON BILINGUAL

EDUCATION PLAN

1969 - 70

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FL001996

PROJECT DIRECTOR

FRANK M. GOODMAN

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COMPTON ELEMENTARY BILINGUAL EDUCATION PLAN

(1969 - 1970)

Introduction

Within the total school population of 2322 kindergarten children 313 are Spanish-language dominant. Of 2433 first graders 312 are Spanish-language dominant. Thomas Jefferson School has the highest concentration of Spanish-surnamed children in the district (70.8%). (Data from HEW Ethnic Survey, Oct. 1968) The need to introduce a bilingual education program utilizing the native language abilities of Spanish-speaking children as the primary media of instruction, until such time as the student is bilingual and capable in both English and Spanish, became imperative.

Compton's Bilingual Education Plan focused upon bilingual, bicultural education for Spanish-surnamed kindergarten and first grade children. The emphasis was placed upon the development of the competence needed to employ two linguistic systems (Spanish and English) for the students' use of knowledge and concepts learned in this experimental program. The knowledge and concepts imparted in this bilingual curriculum, in Spanish first and later in English, started the youngsters' active classroom participation on the first day Spanish instruction began.

By building upon the language values and beliefs of the Hispanic-American people, this program introduced flexibility and diversity in substantive content and in teaching strategies. To the challenge of building an educational system, truly responsive to the "Mexican-American" minority group in Compton, an innovative, creative bilingual curriculum was introduced.

Introduction (Continued)

This report represents a demonstration project and an enthusiastic response from the Spanish-surnamed American, Jefferson School community.

School Environment

Jefferson School is located in the south central area of Los Angeles and is completely surrounded by a predominately Negro population. It is an inner-city school serving a sizeable Mexican-American, Spanish-speaking barrio. Several small factories and businesses are located nearby with low-income residential areas interwoven. Formerly the residents used the Pacific Electric (Red Car) for transportation to Los Angeles or the harbor, but today they use the Metropolitan Transit Authority system. Former reliance upon the Pacific Electric system for transportation, as well as employment, accounted for the low-income residences close proximity to the railroad.

The percentage of these children (ages 5-12) who are supported through Aid to Families with Dependent Children (AFDC) funds is 42% above the district average (AFDC Data Jan. 1969, Los Angeles County Department of Public Social Services).

As indicated above, the target for this pilot program was centered in the highest concentration of Spanish-surnamed Americans in the South Central Urban Area of Los Angeles County and was further centered in an area designated by State definition as a "hard-core poverty area of high social unrest". (From Title V California Administrative Code Section, implementing California Senate Bill 28) Total target school enrollment was 629, of whom 444 were Spanish-surnamed. Participants were 38 totally-Spanish-speaking in classes using Spanish as the language of instruction; an additional 40 children were involved through co-teaching in classes using English-dominant instructors with supplemental teaching of Spanish and in Spanish.

School Environment (Continued)

The school facilities are very limited. The plant arrangement consists of single-story, disconnected buildings and limited playground space. There is an urgent need for more classrooms and space due to the increasing enrollment at the school. The bilingual experimental kindergarten is located across from the school office with access to a small playground area. This room is shared with an afternoon kindergarten class.

The first grade bilingual class, after four months of instruction, shifted into a new portable building. This facility was more than adequate for the children.

The school district is currently in the administrative process of unification. New administrative procedures and policies are being formulated to guide this federally funded project.

Compton's Bilingual Education Plan's Hypotheses and Experimental Design

Bilingual education in the Compton Unified School District is an educational experiment. It is designed on how to best educate Spanish-speaking Mexican-American children. The hypotheses for this program are as follows:

1. Mexican-American children, given instruction in both English and Spanish, will achieve higher scores on vocabulary tests in both English and Spanish than comparable children in classes in the same school where bilingual aides are employed but where no special bilingual program is employed.
2. Kindergarten children, given bilingual instruction, will show greater gains than children in first grade - supporting the implicit hypothesis that the sooner the bilingual instruction is introduced the more cost-benefit will accrue from the program.
3. Parents of children in the bilingual program will show increased involvement and participation in the total school program.

Experimental Design

One experimental Spanish-dominant kindergarten class and one first grade class, made up of randomly selected Mexican-American students, with parental permission, were formed. One control English-dominant kindergarten class and one first grade class, composed from the same student selection, were also formed. The treatment involved the instruction in Spanish for the experimental classes and instruction only in English for the control

classes. In all classes bilingual teacher aides were available to assist the regular teachers in assuring that the children understood the assignments and concepts regardless of the language used to convey the work. All students were pre-tested, using the Peabody Picture Vocabulary Test (Spanish and English), Dr. Carolyn Stern's EVI (Spanish and English), and the Goodenough Draw-a-Man Test. In the bilingual program formative evaluation in Spanish and English was used as feed-back for continual modification and evaluation. Data was collected and processed for interpretation through statistical analysis for relevancy to project experimental design.

Review of the First Year's Activities

The first major objective of this project was to establish an experimental kindergarten and first grade program of education utilizing the native language abilities of Spanish-speaking children as the primary media of instruction. This first objective, to provide an improved primary education program to Spanish-speaking Mexican-American children entering the Compton Unified School District, was reached with the operation of two Spanish-language-dominant classes, kindergarten and first grade, beginning in October 1969. The bilingual experimental kindergarten contained 19 mono-lingual Spanish-speaking children from families of low socio-economic status. The bilingual experimental first grade was also composed of 19 mono-lingual Spanish-speaking children with the same background. Two associate classes at the same grade levels were selected to provide a comparison group from the same student population, but with the dominant language of instruction in English. The control kindergarten was comprised of 19 mono-lingual Spanish-speaking students of similar background to the students of the experimental kindergarten class. The control first grade was composed of 21 students of similar background to the experimental class. However, in these classes there were bilingual teacher aides to assist the regular teachers in assuring that the children understood the assignments and concepts regardless of the language used to convey the work.

The tremendous community response to this program was evidenced by active parent involvement in regular classroom activities. Volunteer parents and community friends of bilingual education successfully introduced Mexican-American traditions and cultural activities into the curricular framework of the Compton Unified School District. The report of the Independent Educa-

Review of the First Year's Activities (Cont'd)

tional Accomplishment Audit Committee gave the highest rating possible to the following activities:

1. Extent to which community is now actively involved;
2. Extent to which community approved of project;
3. Extent to which community feels project is meeting their needs;
4. Extent to which parent conferences are part of the project;
5. Extent to which liaison school personnel-home visitations are part of this project.

The consensus of the auditors was that the "Local Community Center was very interested and was actively participating in several facets of this project". This had been one of the main objectives of the program and the entire bilingual staff had a campaign to actively involve the parents and community. The Independent Educational Accomplishment Audit Report reflects the degree to which this objective was achieved.

The general assessment of the impact of the first year's operation has been extraordinary. A Parent Advisory Council was formed with an average of over 60 parents at each scheduled meeting. The following organizations have sent institutional representatives to advise and support the Project Director and staff: League of United Latin-American Citizens (LULAC); Mexican-American Political Association (MAPA); Welfare Rights Organization (WRO); and the Largo Community Center.

The unexpected effects or "spin-off" indicated that bilingual education is more than an educational concept but a new meaningful direction and destiny for the American citizens of Latin-American heritage. Through the voluntary

involvement of project staff members as educational advisors to MAPA, "Cinco de Mayo" a national Mexican holiday, will be a legal local holiday in this community next school year. LULAC honored the Project Director and each "Bilingual Worker" with a "Key Man" award. The Project Director participated in an exchange on the "Impact of Mixed Cultures on Aesthetics in Education" at the Fourth National Symposium on Creative Communications conducted and organized by the Orff-Schulwerk Association, at the University of Southern California. This project was considered by various faculty members as innovative in its impact upon mixed cultures. Another unexpected effect was the visit of Dr. Ignacio Pedro Mardones, editor of "EVA - Publicaciones Infantiles", from Spain. The need to assess and then develop materials unique to the Spanish-speaking children of Compton challenged this educator. His company EVA, Bilbao, Spain is the second largest publisher and distributor of children's textbooks in Latin America. He has agreed to help in developing materials appropriate for this project. A special textbook, incorporating language patterns unique to this community, is currently being developed. One of the most important effects has been the regular attendance of students to these bilingual classes. A relevant curriculum, concerned teachers, and active parent-community involvement have made large-scale pupil absenteeism a thing of the past.

A new spirit of community leadership and community destiny is developing due to this community-school involvement. This project, through its Parent Advisory Council and "Friends" meetings, has become a nucleus for community and school dialogue. The bilingual project has become the voice and feelings of the Hispanic American Community in Compton.

Review of the First Year's Activities (Cont'd)

Today we hear the following parent and community comments: "Why didn't I have this opportunity?", "My child is learning so much more at school", "My child wants to go to school", "My child corrects my Spanish at home and can even read the newspaper 'La Opinión'", I have never seen this child so active in his classroom - at home he is so quiet", "It is so nice that the teachers help us at home", "These teachers really care about us", "The children are so happy to be at school", "Why can't this bilingual program be placed at more schools and at all grade levels?" In June of this year a first grade child was absent for one day from the experimental class in order to serve as translator for her older, mono-lingual, Spanish-speaking sister who was seeking employment. Her parents gave this reason for her absence from school. The services of a six-and-a-half-year-old child as a bilingual translator reflects the quality of education received by children in the bilingual program.

In conclusion, using this innovative new approach, the native language being used at the beginning while the students receive ESL oral instruction in English, has been very successful within the experimental classroom environment and practical within the home-community environment.

PROGRAM DESCRIPTION

Scope of the Program

The major emphasis of this demonstration project was to establish a comprehensive, experimental, educational program utilizing the native language abilities of Spanish-speaking children as the primary media of instruction until such time as the student is bilingual and capable in both English and Spanish.

Personnel

A. Coordinator (Project Director)

The duties of the Coordinator, as defined by Title VII guidelines, included:

1. Coordination of the overall direction of the project to meet the requirements and specifications set forth in the Bilingual Education Grant;
2. Participation with the Federal Projects' Officer, Internal Evaluator-Consultant, Independent Educational Accomplishment Audit Team, appropriate university, State and Federal Consultants, and to plan, organize, and coordinate the project's scientific, technical and developmental activities;
3. Preparation and presentation of Project Progress Reports and the Final Report;
4. Preparation of oral and written reports of a professional nature for publication in professional, scientific or technical journals and general news media;

PROGRAM DESCRIPTION (Continued)

Personnel (Continued)

A. Coordinator (Continued)

5. Selection of appropriate instructional materials;

6. Conduct of in-service training of Teachers;

7. Conduct and coordination of training of Bilingual Instructional Aides;

8. Coordination, planning, and supervision of Community-Parent activities, including workshops for parents; and

9. Execution of other duties as needed.

B. Bilingual Teachers (2)

One bilingual kindergarten teacher and one bilingual first grade teacher formed the nucleus of this bilingual project team. These two teachers instructed in Spanish, teaching a specially developed curriculum. Audio-lingual ESL techniques were effectively developed and implemented in an experimental bilingual classroom environment. Through in-service training the bilingual project teachers developed practical techniques for applying contrastive linguistic principles and findings in the classroom. This first year's experience included in-service training in understanding and applying the concepts of local Spanish vernacular, the nature of active and passive command of a language, and the steps needed to make the transition between vernacular and standard Spanish. Teacher-home visitation and parent conferences were an integral part of this project from the first day of operation. The Bilingual Teachers were required to attend all Parent Advisory Council Meetings, PTA Meetings, and specially called community-oriented meetings of problem area concerns.

PROGRAM DESCRIPTION (Continued)

Personnel (Continued)

C. Control Group Teachers (2)

Two comparison group teachers were selected to give instruction only in English at the kindergarten and first grade levels. The two Control Group Teachers came from varying ethnic and social-class backgrounds. Although they taught only in English they developed a deep emotional empathy with the attitudes and values of the Hispanic-American culture. In-service training was given to these teachers in learning Spanish and ESL techniques. An unexpected effect was the involvement of a few of the regular classroom teachers in learning Spanish through college course work and requesting project community friends to teach them Spanish.

This project has provided the community and administration with a top-level Teacher-Consultant from Mexico - Professor Ignacio Cervantes Espinoza, Ensenada, Mexico, who was available to this project through an inter-cultural exchange of services with the Project Director Professor Frank M. Goodman.

D. Bilingual Teacher Aides (6)

These aides were chosen for the human quality of empathy for children as well as bilingual ability. These paid personnel always worked under the supervision of the teacher or other person to whom they were assigned. The Bilingual Instructional Aides gave help to the Spanish-speaking pupils in critical linguistic areas, actively involved their parents in the program, and sought volunteer support from the community. They also

PROGRAM DESCRIPTION (Continued)

Personnel (Continued)

D. Bilingual Teacher Aides (Cont'd)

attended PTA, Parent Advisory Council Meetings, and specially called community-oriented meetings of problem area concerns. Each Bilingual Aide attended Compton College for in-service training and paraprofessional development. The following represent some of the paraprofessional services given by the aides:

1. Clerical Assistance

Recorded pupil information on the California Cumulative Record at the direction of the supervising teacher or personnel.

2. Assistance with Instructional Materials

Kept equipment and materials ready for use;

Passed out and returned instructional materials;

Operated audio-visual and audio-lingual equipment;

Prepared charts and other visual aids;

Set up and dismantled demonstrations and bulletin boards;

Mounted pictures for classroom picture file;

Made instructional materials as directed by the supervising teacher.

E. Community Aide

This person worked from the school outward into the community to ensure that no communications gap developed between school and community. The Appendix includes a copy of the form used to secure parent volunteer services. The Community Aide made many home calls to inform parents of the program, educational needs of their children, and the urgent need for their volunteer services. Part of the overall responsibility of the

PROGRAM DESCRIPTION (Continued)

Personnel (Continued)

E. Community Aide (Cont'd)

Community Aide was to carry out the many details of inviting the Jefferson School community to actively participate and attend the organizational and Advisory Council Meetings.

F. Project Clerk

A bilingual and qualified Clerk Typist II, who carried out the secretarial responsibilities. In addition, she prepared and reproduced bilingual instructional materials at the Coordinator's direction.

G. Internal Evaluator-Consultant (Dr. Carolyn Stern, UCLA, Early Childhood Research and Development Office)

Advised the Coordinator on the use of evaluative techniques and instruments needed to plan and carry out the evaluation design. The Internal Evaluator-Consultant gave numerous hours of valuable consultant time to place the project into alignment with its evaluative design. The Internal Evaluator-Consultant applied statistical analysis techniques and other evaluative techniques to project test data for measurement and growth gains.

H. Project Consultant (Mrs. Elizabeth Stebbins, Los Angeles PACE Center) (Volunteer Services)

Project Consultant contributed many hours of valuable consultant time to critique and develop the technical format for performance and behavioral objectives. Her numerous visits and workshops with administrative and project staff effectively launched the first year's instructional objectives, with their integral component parts, into an effective operational design.

PROGRAM DESCRIPTION (Continued)

Personnel (Continued)

I. ESEA Title I Evaluator - Compton City Schools (Dr. Jose Martinez, California State College at Long Beach) (Volunteer)

Dr. Martinez contributed consultant time to review and offer recommendations covering the ESEA Title VII project's format and overall mission.

J. Subcoordinator - Estatal del IFCM, Ensenada, Baja, California, Mexico (Volunteer)

Professor Ignacio Cervantes Espinoza contributed many hours of time, weekends, to discuss educational theory, methods, and techniques in instructing in Spanish.

K. Parent Volunteers (4)

These volunteers contributed many hours of time assisting the bilingual teachers in the classrooms. Special commemorative fiestas, national holidays and cultural activities were presented to the project students by these volunteer parents.

PROGRAM DESCRIPTION (Continued)

View and Development of Bilingual Education
as seen by the Project Staff

The Compton Bilingual Project Staff viewed bilingualism as a national resource to treasure. The questions we asked ourselves have been asked and studied for hundreds of years on a worldwide basis.

The mono-lingual units, placed in their proper perspective, can be viewed as "bilingualism". In initiating this project, the staff used the resources of the following sciences: Sociology, Psychology, and Linguistics.

The bilingual teachers accepted as one of their roles in developing this bi-lingual-bicultural program, the implementation of activities and structures whereby the children involved would blossom out in areas that heretofore had been neglected. This was done in the following manner:

1. The classroom environment emphasized the development of functional skills in two cultures.
2. Self-worth and self-concept development helped bring the child to his potential.
3. Growth and development needs or gaps were remedied by approaching the total socio-cultural world of the child for a more coordinated development of his personality.

The project staff regarded the lack of comprehension of the English language as the single greatest handicap to school learning for the Spanish-dominant-speaking child. The bilingual teachers overcame this impediment by instructing the child first in Spanish. The mastery of English as a true Second

PROGRAM DESCRIPTION (Continued)

View and Development, etc. (Cont'd)

Language was through the mastery of basic kindergarten and first grade skills first in the dominant language preferred by the Spanish-speaking child.

Classroom lessons were developed from the following assumptions concerning language learning:

1. That basic tool subjects are most readily learned in the mother tongue.
2. That the comprehension of the preferred language (Spanish) is an essential prerequisite to being able to use basic language skills, such as Reading, as tools for further learning.
3. That comprehension of a second language (English) is most readily learned by speaking and listening to it in a conversational-communicational setting.

Therefore, the teachers instructed in Spanish in order to teach the basic tool subjects. Second language instruction in English was taught as an oral language. The project teachers also viewed Bilingual Education in relationship to their own professional growth as meeting the following skills:

1. Learning the nature of bilingual schooling and to communicate what has been learned.
2. Developing the techniques of experimenting, measuring and evaluating.
3. Carrying out creativeness, imagination and resourcefulness.
4. Teaching cultural sensitivity in a bilingual-bicultural classroom.

PROGRAM DESCRIPTION (Continued)

Procedures

This report covers the school year 1969-70. At the time of writing this report the program is still located at Jefferson School with preparations made to expand the bilingual services to the second grade in September. The Coordinator and bilingual teachers met weekly to discuss the instructional components of the program design. New techniques and methodology were presented and reviewed. Feedback on troublesome linguistic areas was subjected to numerous field testing experiments. Teacher-felt needs for developing materials, unique to the nature of bilingual schooling, led to a project team development of an Experimental Bilingual Picture Vocabulary Test to be given in Spanish and English. (See Appendix pp. 62-66) Field testing has already commenced and the results should offer a measure of bilingualism unique to this community. Regularly scheduled monthly Parent Advisory Council meetings were designed to secure the cooperation of the parents and make a public report of the current progress of this project; Parent Advisory Council meetings and locally called community meetings reinforced the overall objectives of the project and developed good rapport among the participants. Favorable parental attitudes for this project were reflected in an end-of-the-year questionnaire designed for families who had children enrolled in the experimental classes. Many of the families were interviewed personally by bilingual instructional aides to secure their opinions of this program. (See Appendix p.68 for form used in securing parent opinions)

Procedures for selecting bilingual teachers for this project were based on the following criteria:

PROGRAM DESCRIPTION (Continued)

Procedures (Continued)

1. Previously taught in Spanish and English as a Second Language Teachers and knew standard Spanish to teach basic skills;
2. Knew Spanish vernacular to communicate effectively with pupils and their parents;
3. Understood and accepted local Spanish-speaking pupils;
4. Had course work in the Spanish language, culture, and pedagogic techniques;
5. Had several years of primary grade teaching experience in the United States.

These teachers were also selected for their compatibility, ability to work with beginning students, and had an innovative educational philosophy. Both teachers had a strong desire to participate in this type of program and volunteered many extra hours in developing Spanish language and ESL.

The bilingual kindergarten teacher, in the experimental class, worked with 19 Spanish-speaking children with a bilingual instructional aide available to assist the children who needed individual attention. The control first grade class was taught by a mono-lingual teacher using regular district curriculum. Her class was composed of 21 students with the services of a bilingual instructional aide available on an individual student need basis.

Bilingual materials were available in experimental and control classes.

The student participants were selected from the Jefferson School community population. Bilingual education being a voluntary program, signed parental permis-

Procedures (Continued)

sion was mandatory before the student was accepted. The two bilingual teachers tested orally in Spanish all Spanish-speaking students enrolled in kindergarten and first grade. The Student Evaluation Scales (for Listening, Comprehension and Speaking) and the Madeline Thomas Completion Stories - Español (Primaria) (Appendix pp. 69-70) were used as screening devices. Eligible students were placed in three groups according to their ability. Random selection from each ability group balanced the experimental classes.

The experimental bilingual treatment involved teaching the student participant 90% of the time in his native language. The bilingual instructional aide worked directly under the supervision of the teacher to carry out her instructional tasks. The following is a daily instructional schedule used in the bilingual experimental kindergarten for children from five to six years old.

9:00 - 9:15	Opening Exercises (Spanish) 1. Roll call 2. Pledge to flag 3. Weather report 4. Personal Hygiene
9:15 - 9:35	Reading Readiness (Spanish)
9:35 - 9:50	Music (Latin-American Children's Songs) - Rhythms
9:50 - 10:30	English - Specialized ESL Techniques - 3 Groups
10:30 - 10:40	Nutrition
10:40 - 10:55	Directed Play
10:55 - 11:00	Rest
11:00 - 11:55	Arithmetic - 2 Groups
11:15 - 11:45	Work time - Various activities - art, block time, painting, etc.

PROGRAM DESCRIPTION (Continued)

Procedures (Continued)

11:45 - 11:55	Story (Spanish) - Cultural
11:55 - 12:00	Dismissal

The experimental bilingual first grade involved teaching the student participant 80% to 90% of the time in his native language. The Bilingual Instructional Aide worked directly under the supervision of the teacher to carry out her instructional tasks. The following is a daily instructional schedule used in the bilingual experimental first grade for children from six to seven years old:

9:00 - 9:15	Opening Exercises (Spanish)
9:15 - 9:35	Printing
9:35 - 10:15	Recess
10:15 - 10:40	Reading (Spanish) First and Second Groups
10:40 - 11:00	Reading (Spanish) Third Group
11:00 - 11:15	Spelling (Spanish)
11:15 - 12:15	Lunch
12:15 - 12:35	Story - Spanish Language Cultural Stories
12:35 - 12:55	Arithmetic - Three Groups
12:55 - 1:20	English - Specialized ESL Instruction - 3 Groups
1:20 - 1:40	Music (Latin-American Cultural), Art and Games
1:40 - 1:50	Recess
1:50 - 2:15	Science
2:15 - 2:30	Preparation period to terminate day's work
2:30	Dismissal

PROGRAM DESCRIPTION (Continued)

Procedures (Continued)

A project-developed Spanish language parent-teacher conference record and report card were successfully used in home-school reporting procedures. These forms appear on pp. 47 - 48 of the Appendix.

The bilingual curriculum design placed accentuation upon the bicultural-bilingual environmental domain. Teacher-made and native language materials were developed or purchased to enhance the cognitive domain. The curricular hypotheses and experimental design stressed language theory.

The district curriculum, modified by the bilingual staff, made the cognitive domain within the nature of Bilingual Education relevant to the student's life in the Jefferson School community. No compromise in quality or level of curriculum development in this bilingual concept was accepted by the project staff. Bilingual curriculum development was a team approach with parents of the community contributing pertinent felt-needs into this project. This school-community developed plan of studies, relevant to the lives of these children, was an educational first based on the felt-needs of the local school community.

PROGRAM DESCRIPTION (Continued)

MATERIALS AND CURRICULUM (Kindergarten)

A. Published Materials

1.	Readiness for Language Arts	Behavioral Research Laboratories Palo Alto, California
* 2.	Aprende el ABC Vocalizando	Latin-American Productions Los Angeles, California
* 3.	Abecedario de Los Animales	Latin-American Productions Los Angeles, California
* 4.	Pequenos Libros de Oro	Hefferman Supply Co., Inc. San Antonio, Texas
* 5.	Imágenes y Palabras - Book I	Latin-American Productions Los Angeles, California
* 6.	Libro del Maestro - Para la Ensenanza Activa del Idioma Volume I	Latin-American Productions Los Angeles, California

* Where appropriate these will be continued in First Grade

B. Films (36 Films - Obtained from the L.A. County Spanish Language Series)

C. Special Compton Bilingual Project Materials

1. Specialized - Bilingual - ESL - Instruction
2. Social Studies Unit - Home and Community
3. Seasonal Activities

PROGRAM DESCRIPTION (Continued)

MATERIALS AND CURRICULUM (First Grade)

A. Published Materials

1.	Aprende el ABC Vocalizando	Latin-American Productions Los Angeles, California
2.	Abecedario de Los Animales	Latin-American Productions Los Angeles, California
3.	Aprende Las Letras	Latin-American Productions Los Angeles, California
4.	Pequeños Libros de Oro	Hefferman Supply Co., Inc. San Antonio, Texas
5.	Siluetas de Oro	Hefferman Supply Co., Inc. San Antonio, Texas
6.	Imágenes y Palabras Book I (Lectura)	Latin-American Productions Los Angeles, California
7.	Libro del Maestro - Para la Ensenanza Activa del Idioma Volume I	Latin-American Productions Los Angeles, California
8.	Lengua Española	Latin-American Productions Los Angeles, California
9.	ABC - Leo y Escribo	Latin-American Productions Los Angeles, California
10.	Sorpresas y Maravillas	PTA Co., Miami, Florida

B. Films (36 Films - Obtained from the L.A. County Spanish Language Series)

C. Special Compton Bilingual Project Materials

1. Specialized - Bilingual - ESL - Instruction
2. Social Studies Unit - Domestic and Wildlife - Animals - Marine Life
3. Seasonal Activities

PROGRAM DESCRIPTION (Continued)

In addition to the bilingual teachers responsibilities for curriculum development, parent conferences, home visitations, necessary social work due to existing poverty conditions, the teachers sought and received volunteer parent help to assist in the regular classroom program. Many students were fortunate to have as part of their curriculum native Mexican folk dances and folk music. These "Volunteers" and "Friends" of Bilingual Education made telephone calls to the parents of the children in the program and follow-up home calls, to better involve and secure community support for Bilingual Education. The results of all this labor has been measured in a new curriculum supported by the community and a feeling of destiny among the Spanish-speaking citizens.

PROGRAM DESCRIPTION (Continued)

Community Involvement

The Parent Advisory Council, Institutional Representatives and "Friends" for Bilingual Education, were active in their participation in advancing the program goals. Due to the active parent involvement in this bilingual project a Compton College Bilingual/ESL college credit class has been scheduled for the Dickison Lighted Community School, to commence in September. Bilingual project aides, parents, "Friends" and institutional representatives have worked and studied together under the guidance of the Project Director to better understand the nature of bilingual schooling in this community.

The community, through its local Hispanic organizations, gave of their time to volunteer services, resources and guidance to better link the school, home and community to a bond of service to the child.

The League of United Latin-American Citizens and the Mexican-American Political Association made effective contributions to better educate all the children in the Compton community.

The Largo Community Center was the integral link for social and cultural activities among the school, home, and community. The resources of this important community component were called upon often to also help train the bilingual aides who lived in the Jefferson School community. The Director of the Bilingual Project teamed energies and spirits to better each child, parent, and "Friend" involved in Bilingual Education.

PROGRAM DESCRIPTION (Continued)

Public Relations

This bilingual project has recognized that the Mexican-American, by and large, has been a forgotten minority. Compton's Bilingual Education program goals and objectives have been given to the news media to raise the level of public awareness of the besetting social and economic problems affecting this group.

The Project Director, Frank M. Goodman has been specifically charged with the sensitive task of maintaining cordial, open relationships between the Project and the community, and between the Project and the target school. The Project, being housed at the target school in the part of Compton that has the city's highest proportion of Mexican-Americans, increased the Project's visibility to the community it served.

The Project office, housed in a trailer, was opened an hour before school started and closed one hour after school dismissal. Members of the staff had access to the premises at any time for work, testing, and counseling purposes. This symbolic gesture of the Project's openness and accessibility to its neighbors in the Mexican-American community was one of its finest public relations programs. Feedback from the community indicated that this was a community-oriented program concerned with the hopes and aspirations of the Mexican-American. To the parents and "Friends" of Bilingual Education, this program represented justice, a new destiny, and a dynamic educational concept.

In a democracy, the impact of the Compton's Bilingual Education Program, through its curriculum, has been upon the improvement of all people. The

citizen of Latin-American heritage remains dangerously backward as regards to understanding the dominant culture in which he lives and works. The dominant American culture has not tapped effectively the linguistic resources of the Compton Spanish-speaking citizen of Latin-American heritage. As a result, the socially invented tools to direct human energies to constructive channels of service, have not been very effective. Suspicion, fear, brutality, and hatred currently divert the energies of a large number of American citizens of Latin-American heritage. Consequently, it became imperative of this Bilingual Curriculum to develop cross-cultural understandings, meaningful public relations, cultural appreciations, and skills that are requisite in the art of living together. To this overall purpose, this Bilinguam Program, through its public relations activities, placed human dignity and self-concept at the very summit of its scale of values.

PROGRAM DESCRIPTION (Continued)

Acquisition, Adaptation and Development of Materials

The Bilingual Project teachers developed teaching materials to fit the individual language development needs of each bilingual student. Material selection for this program was accomplished through conferences with parents of the children enrolled in the program and Parent Advisory Council recommendations. In the Appendix is a Textbook Checklist (pp. 50 and 51 in English; pp. 52 and 53 in Spanish) designed to assist interested community groups, citizens and staff personnel to make a knowledgeable selection. The Project Director Frank M. Goodman, through personal contacts with distinguished Latin-American educators and institutions, secured additional consultant guidance to improve the linguistic and curricular content of this project. La Universidad Pedro Henriquez Urena, Santo Domingo, Dominican Republic, contributed valuable guidance to the Project Director and project development in the linguistic and curricular areas.

Existing ESL professional materials, teacher-developed second language materials, and techniques, from past successful classroom experiences, were utilized as an integral component to second language teaching. Project Director-developed ESL survey forms and auditory-discriminatory scales check-off lists were found successful in determining the ESL component needs of Bilingual Education. The Experimental ESL Bilingual Instructional Procedure Chart which was used to develop a survey of effective instructional techniques and procedures for the second language component appears on page 49 of the Appendix.

PROGRAM DESCRIPTION (Continued)

Budget

The following represent a breakdown of the cost for the Bilingual Program:

1.	Actual funding level of project	$ 76,500
2.	Cost-per-Pupil in Project (From ESEA Title VII Funds)	$ 869
3.	Actual Number of Students in Project	88
4.	Aides per-Student (Paid by Project)	12.5:1
5.	Aides per-Student in District other than Project	17.8:1
6.	Student-Teacher Ratio in Project	22:1
7.	Student-Teacher Ratio other than Project	24:1
8.	Ratio of Bilingual Teachers to Students in Project	44:1
9.	Ratio of Bilingual Teachers to Students other than Project	320:1
10.	Ratio of Bilingual Aides to Students in Project	12.5:1
11.	Ratio of Bilingual Aides to Students other than Project	80:1
12.	Number of Secretaries paid by Project	1
13.	Number of Liaison Personnel paid by Project	0
14.	Number of Coordinators paid by Project	1
15.	Number of other Personnel paid by Project	.5

RESULTS AND DISCUSSION

Because of the delays in obtaining the space for the special bilingual classes, the testing to determine what language skills the children possessed at the outset of the program could not get under way until the middle of October. In addition to the late start, another problem was the lack of adequate personnel for testing. The teachers and aides who were to have been employed on this project were assigned by the principal to serve other school needs as they arose. This meant that the pre-testing was spread over a two-month period. Table I (See Appendix pp. 39-40) shows that there was an important difference between the pre and post-test age of the children in the various classes. On the average, there was a seven-month interval between the two test periods for the kindergarten children, but less than five months for the first grade children. However, the children in the bilingual first grade were tested almost a month and a half earlier than the control class, providing a longer period over which the effect of the program could be measured.

To minimize the effect of this difference as much as possible, all children were tested in the same order at the beginning and end of the program, so that for each child the time between tests was kept as comparable as possible. Thus, the child who was tested with the first group in November was also tested on the first testing day in May. Another method used to counterbalance the effect of this difference in time, between the first and last test, was to make an adjustment in the post-test scores, based on both the pre-test age and the score on the particular pre-test. These adjusted scores are presented in Table 4 (See Appendix p.43). This type of procedure makes it

it possible to see just how much of the effect was due to the bilingual instruction after each individual child's score was weighted, to compensate for any advantage or disadvantage which might have existed before the program began.

The delay in getting started meant that there was a comparatively short period in which the program was fully operational. It also meant that the pre-test score does not reflect the true level of the child's language performance when he first entered school. However, in spite of these handicaps, the effectiveness of the bilingual instruction was conclusively demonstrated on the two measures of language functioning which were given in both English and Spanish - the Peabody Picture Vocabulary Test (PPVT) and the Expressive Vocabulary Inventory (EVI). No changes in ability, as measured by the non-verbal Goodenough Draw-a-Man Test, were demonstrated.

The Peabody Picture Vocabulary Test requires the child to point to one of four pictures representing nouns or verbs described by the examiner. It is a measure of a child's receptive language. That is, it identifies what words the child understands and can respond to, even though he might not be able to produce the word himself if he were asked to label a particular object or action. While this is primarily a vocabulary test, with English-speaking children, it is very closely related to tests of mental ability which include a wider range of behaviors. Scores on this test are given mental age equivalents so that children obtaining a certain number of items correct can be said to be at a specific age level.

This test is obviously meaningless if given in English to anyone who does not speak the language. Because in this study progress in both English and

RESULTS AND DISCUSSION (Continued)

Spanish was the goal, the test was given in both languages. A copy of the Spanish translation, prepared by the Project Director, in consultation with the two special teachers, is presented on pages 54-58 in the Appendix.

Not surprisingly, at first, the children knew very few of the English words. As can be seen in Table I (Appendix, pp. 39-40), on the English pre-test the kindergarten children knew none of the words and the average first grader identified fewer than eighteen words, which is at about the level of the average two-year-old child from a middle-class English-speaking environment. However, there was a great deal of difference among the children, with some getting zero scores and others with as many as forty-seven correct.

Contrary to expectations, performance was also considerably below normal when the same test was given in Spanish. The scores of the kindergarten children, who were approximately five and a half years old at the time, were at the level of the English-speaking two-year-old. Most of the children in the kindergarten group were very similar in their performance on this test, going from a low of 26 to a high of 55. Even more surprising than the low scores on the Spanish version of the Peabody Picture Vocabulary Test was the fact that the first grade children performed no better in Spanish than they did in English; also, the first grade evidently included several non-Spanish-speaking children, since a number of children received zero scores on the Spanish pre-test. Another surprise was the fact that the first grade children were, on the whole, less competent in Spanish than the kindergarten children. Assuming that the first grade children were from the same general population, it seems that what little they had gained in English during their

kindergarten year had served to depress their somewhat limited command of Spanish. It may be that the introduction of English without the continuing use of Spanish interfered with the child's ability to handle either language.

Looking now at the post-test scores, the growth in language between pre and post-tests for the children receiving the bilingual program was literally phenomenal. From a zero pre-test score, the average six-year-old kindergarten child, in the bilingual class, achieved a post-test score similar to that of an English-speaking child over seven years old. Of course, there was a great deal of difference among individual children, going from a low of 35 correct words to a high score of 84 correct, on the English PPVT. Part of this wide range may be due to the fact that children continued to enter over the entire school year, with one completely non-English-speaking child entering just one month before the end of the term. Other factors undoubtedly contributed to the wide differences in gains made by individual children. For instance, it would be of interest to compare the amount of involvement and participation by parents of children who showed large gains and those who showed little or no gains after equal exposure, as well as the effect of language spoken in the home, presence and age of siblings.

Perhaps the most gratifying result was the fact that this bilingual program produced even greater gains when the test was administered in Spanish. It is difficult to explain the fact that the children in the bilingual kindergarten were able to respond to the same number of words as English-speaking children twice their age given the test in English. It may very well be that the polysyllabic words, which have their roots in Latin, are easier for those

who speak Spanish, which is much more closely related to the Latin than the Anglo-Saxon roots. Whatever the reason, these findings point up the need to be extremely cautious when using a standardized test in a non-standard fashion.

The Expressive Vocabulary Inventory (EVI) was developed at UCLA under the direction of Dr. Carolyn Stern, and has percentile scores based on an English-speaking population representing a range of socio-economic and racial groups. However, these norms would be inappropriate for this special population and so only raw scores were used in the analyses. The EVI attempts to measure the extent of the child's ability to produce the verbal response to describe a picture. Each child was asked first the English and then the Spanish term for each item.

Table 1 (Appendix, pp. 39-40) shows the average score for each group for the EVI given in English and in Spanish at the beginning and end of the bilingual instruction period. Again, the small difference in performance, whether the questions were asked in English or the child's own language, can be observed. The gain in English for all the classes is also noticeable, with a considerably larger gain demonstrated for those children who received both the Spanish and English instruction. The statistical test, reported in Tables 2 and 3 (Appendix, pp. 41-42), indicates that the children in the bilingual treatment learned more Spanish, as measured by both tests, than those who did not have this treatment, and that this difference was greater than what might be obtained by chance. It was also shown that the kindergarten children gained more than the first graders, whereas on the EVI this was true only for the

RESULTS AND DISCUSSION (Continued)

Spanish version. On the PPVT there were important differences in favor of the bilingual classes in both English and Spanish, and girls gained more than boys, regardless of treatment or grade.

On the Goodenough Draw-a-Man Test, which is a measure of mental ability, frequently used with children who do not speak Engiish, the mental age obtained at the end of the experimental period shows no change - which could not be due to chance variation. Only the kindergarten children in the bilingual program showed gains roughly equivalent to the number of months which intervened between the two test periods.

Thus it seems that with this small sample of children, a seven-month bilingual program cannot be expected to produce important and measurable improvement in mental functioning. However, the overwhelming gains in the ability to handle both English and Spanish, as measured by the Peabody Picture Vocabulary Test and the Expressive Vocabulary Inventory, is more than sufficient to warrant the continuation and expansion of the Bilingual Program. In addition, there were important changes in the non-measured area of feelings about themselves and their value as human beings which would make this program merit support even if the test results had not been as favorable as they were.

APPENDIX

COMPTON BILINGUAL

EDUCATION PLAN

1969 - 70

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Table 1a

Means and Standard Deviations on All Relevant Variables by Treatment and Grade Level

	Experimental (N=37)		Control (N=40)		Kindergarten (N=38)		First Grade (N=39)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Chronological Age								
Pre	72.9	10.4	72.1	8.4	65.2	4.0	79.6	7.4
Post	79.3	9.9	77.6	7.3	72.2	4.0	84.5	7.5
Peabody Picture Vocabulary Test								
# Correct - Pre (E)	1.2	5.3	16.0	17.1	0.0	0.0	17.6	16.7
# Correct - Post (E)	51.5	17.8	50.1	11.1	55.2	14.6	46.4	13.5
Mental Age - Pre (E)	1.7	7.2	21.0	22.1	0.0	0.0	23.2	21.6
Mental Age - Post (E)	70.1	32.5	64.3	25.9	74.9	36.2	59.5	17.6
# Correct - Pre (S)	24.9	6.7	17.3	13.1	26.5	7.8	15.6	11.4
# Correct - Post (S)	68.4	20.2	25.0	16.0	58.9	27.8	33.2	22.7
Mental Age - Pre (S)	33.3	4.5	23.5	16.8	34.9	6.7	21.7	15.0
Mental Age - Post (S)	105.5	49.6	33.0	18.1	91.8	59.4	44.5	27.6
Expressive Vocabulary Inventory								
# Correct - Pre (E)	7.9	12.8	16.0	16.3	1.6	10.1	22.3	12.2
# Correct - Post (E)	31.0	9.0	26.4	17.4	28.5	17.9	28.7	9.3
# Correct - Pre (S)	26.9	4.9	18.7	13.6	28.2	4.1	17.3	13.0
# Correct - Post (S)	36.0	3.9	19.0	13.1	33.2	6.7	21.3	15.0
Goodenough Draw-A-Man Test								
Pre	69.4	8.7	67.8	6.8	66.8	7.1	70.3	8.0
Post	75.9	8.6	69.7	14.0	74.1	8.8	71.3	14.5

E = Given in English
S = Given in Spanish

Table 1b

Means and Standard Deviations on All Relevant Variables by Classroom

	Kindergarten				First Grade			
	Exp. (N=19)		Control (N=19)		Exp. (N=18)		Control (N=21)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Chronological Age								
Pre	66.0	4.5	64.4	3.3	80.3	9.9	79.1	4.5
Post	73.0	4.5	71.4	3.4	86.0	9.7	83.2	5.0
Peabody Picture Vocabulary Test								
# Correct - Pre (E)	0.0	0.0	0.0	0.0	2.6	7.5	30.5	10.3
# Correct - Post (E)	61.7	12.0	48.7	14.2	40.7	16.6	51.4	7.5
Mental Age - Pre (E)	0.0	0.0	0.0	0.0	3.5	10.2	40.1	12.1
Mental Age - Post (E)	86.6	34.5	63.2	34.9	52.7	18.7	65.3	14.6
# Correct - Pre (S)	26.1	6.5	26.9	9.1	23.8	6.8	8.7	9.7
# Correct - Post (S)	83.5	16.8	34.4	5.7	52.5	6.5	16.6	17.7
Mental Age - Pre (S)	34.2	4.8	35.6	8.2	32.4	4.1	12.6	15.0
Mental Age - Post (S)	142.2	43.1	41.5	5.8	66.8	12.6	25.3	21.8
Expressive Vocabulary Inventory								
# Correct - Pre (E)	3.3	14.2	0.0	0.0	12.7	9.2	30.5	7.4
# Correct - Post (E)	32.8	6.5	24.2	24.1	29.1	10.9	28.4	7.8
# Correct - Pre (S)	28.5	4.1	27.8	4.3	25.1	5.1	10.6	14.0
# Correct - Post (S)	38.1	2.4	28.3	5.9	33.9	4.0	10.5	12.1
Goodenough Draw-A-Man Test								
Pre	67.7	8.7	65.8	5.2	71.2	8.6	69.6	7.6
Post	76.4	8.6	71.8	8.6	75.3	8.7	67.9	17.5

E = Given in English
S = Given in Spanish

Table 2

Analyses of Covariance on Mental Age (PPVT English and Spanish and Goodenough Draw-A-Man Test) by Treatment, Grade, and Sex With C.A. and Pretest as Covariates

		PPVT - English		PPVT - Spanish		Goodenough Draw-A-Man	
Source of Variance	df	Mean Square	F-ratio	Mean Square	F-ratio	Mean Square	F-ratio
Treatment	1	3382.5	5.7*	58246.5	115.9**	215.6	2.4
Grade	1	4442.5	6.6*	6283.6	12.5**	232.9	2.6
Sex	1	1771.6	2.7	539.3	1.1	291.2	3.2
Treatment x Grade	1	16.2	0.0	22250.7	44.3**	3.8	0.0
Treatment x Sex	1	0.3	0.0	357.9	0.7	27.9	0.3
Grade x Sex	1	2658.3	4.0*	1786.0	3.6	281.7	3.1
Treatment x Grade x Sex	1	82.8	0.1	1807.8	3.6	105.3	1.2
Error	67	669.3	—	502.7	—	91.3	—

*p .05 **p .01

Table 3

Analysis of Covariance on Expressive Vocabulary Inventory
(English and Spanish) by Treatment, Grade, and Sex
With C.A. and Pretest as Covariates

Source of Variance	df	English		Spanish	
		Mean Square	F-ratio	Mean Square	F-ratio
Treatment	1	609.6	3.1	1842.3	105.6**
Grade	1	29.0	0.1	103.1	5.9*
Sex	1	63.4	0.3	2.3	0.1
Treatment x Grade	1	49.0	0.2	52.7	3.0
Treatment x Sex	1	73.7	0.4	7.2	0.4
Grade x Sex	1	417.1	2.1	5.4	0.3
Treatment x Grade x Sex	1	2.7	0.0	17.7	1.0
Error	67	198.7	—	17.4	—

*p .05 **p .01

Table 4

Adjusted* Mean Posttest Scores on Dependent Variables by Treatment, Grade, and Sex

Groups			Dependent Variables				
Treatment	Grade	Sex	Mental Age (PPVT-English)	Mental Age (PPVT-Spanish)	Mental Age Goodenough	EVI-English	EVI-Spanish
Experimental	Kindergarten	Boys	83.8	121.6	76.4	36.4	34.5
Control	Kindergarten	Boys	62.1	33.5	74.6	29.9	25.7
Experimental	Kindergarten	Girls	108.9	152.3	77.9	31.2	33.9
Control	Kindergarten	Girls	82.7	34.7	73.7	21.4	24.4
Experimental	First Grade	Boys	64.4	68.9	70.1	26.6	32.6
Control	First Grade	Boys	41.4	40.9	62.4	24.7	18.2
Experimental	First Grade	Girls	60.6	58.8	74.6	32.0	31.2
Control	First Grade	Girls	41.6	42.2	74.5	25.2	20.0

*Adjusted for C.A. and Pretest Scores.

PROGRESO ESCOLAR

La calificación de cada alumno representa su capacidad, habilidad y esfuerzo. Si el niño se esfuerza, es posible que obtenga la nota satisfactorio. Cuando progrese en el nivel escolar su habilidad determinará su nueva nota. La nota "E" está reservada para el trabajo sobresaliente.

LAS NOTAS

E - Sobresaliente S - Satisfactorio N - Debe Mejorarse

Language Arts	- Lenguaje
Listening	- Escuchar
Listening attentively to others	- Habilidad para escuchar con interés a otros en silencio
Gaining Ideas	- Habilidad para aumentar su capacidad de recibir idéas nuevas
Speaking	- Hablar
Expressing Ideas	- Habilidad para expresar las idéas
Speaking clearly	- Habilidad para usar lenguaje inteligible
Reading	- Lectura
Growing in readiness for Reading	- Aumentar la habilidad para comenzar a aprender a leer
Recognizing words by sight	- Habilidad para reconocer las palabras por el método de visualización
Learning word-attack skills (Phonics and other skills)	- Habilidad para aprender las palabras por su sonido, sílabas y componentes
Understanding what he reads	- Habilidad para comprender lo que lee
Reading for information	- Habilidad para obtener información por medio de la lectura
Growing in recreational Reading	- Aumentar la habilidad para encontrar placer en la buena lectura
Written Language	- Escritura
Forming letters correctly and legibly	- Habilidad para formar letras cien y legible
Learning to spell needed words	- Habilidad para deletrear las palabras más usadas

Expressing Ideas	- Habilidad para expresar las idéas en la escritura
Arithmetic	- Aritmética
Counting, reading and writing numbers	- Habilidad para aprender a contar, leer y escribir los números
Learning the meaning of numbers	- Habilidad para aprender los conceptos de los números
Learning the number ~~facts~~	- Habilidad para aprender las combinaciones más importantes de los números
Social Studies and Science	- Ciencia y Estudios Sociales
Developing and understanding of Community Life	- Habilidad para comprender las actividades en la comunidad
Learning ways to gather facts	- Habilidad para aprender a buscar informaci
Understanding and using facts	- Habilidad para comprender y usar la información obtenida
Learning facts of Geography	- Habilidad para aprender la información sobre los lugares importantes de la comunidad
Learning facts of Science	- Habilidad para aprender el concepto del método científico
Art	- Arte
Enjoying and appreciating Art	- Habilidad para apreciar y gozar del arte
Taking part in art activities	- Habilidad para participar en actividades tipicas del arte
Health and Safety	- Higiene y Seguridad
Learning and practicing Safety Rules	- Habilidad para aprender las reglas de seguridad
Learning and practicing Health Rules	- Habilidad para aprender y usar los conocimientos higiénicos
Music	- Música
Enjoying and appreciating Music	- Habilidad para apreciar y gozar de la buena música
Taking part in music activities	- Habilidad para participar en las actividades musicales

Physical Education	-	Educación Física
Learning physical skills	-	Habilidad para aprender gimnásticos
Taking part in games	-	Habilidad para participar a jugar
(a) Progress in Social Attitudes as shown by:	-	Progreso en actitudes sociales demonstrado por:
Being courteous and considerate to others	-	Ser respectuoso y atento con otros
Respecting rights and property of others	-	Ser respectuoso con los privilegios y la propiedad de otros
Playing well with other children	-	Puede jugar bien con otros niños
Being cooperative in school regulations	-	Cooperar y obedecer los reglamentos de la escuela
(b) Progress in Work Habits as shown by:	-	Progreso en los hábitos de trabajo demonstrado por:
Following Directions	-	Seguir las instrucciones de los maestros
Beginning and Finishing work on time	-	Comenzar y terminar el trabajo a tiempo
Working well in group activities	-	Participar bien en las actividades del grupo
Working independently when necessary	-	Trabajar independientemente sin ayuda de la maestra
Accepting Responsibilities	-	Aceptar sus responsabilidades
Working neatly	-	Trabajar con cuidado

UN ARCHIVO DE LA CONFERENCIA ENTRE LOS PADRES Y MAESTROS

Grado _____ Escuela _____ Fecha _____ Maestro _____

AUMENTAR LA HABILIDAD EN LOS CONOCIMIENTOS

Capacidades		Progreso Escolar basado en el Nivel de la Habilidad del Niño					Sugestiones para Mejorarse
A su Capacidad	Bajo su Capacidad	SUJETOS ACADÉMICOS	Progreso Excelente	Progreso Satisfactorio	No está Funcionando a su Nivel		
		LENGUAJE					
		Escuchar					
		Habilidad para escuchar con interés a otros en silencio					
		Habilidad para aumentar su capacidad de recibir idéas nuevas					
		Hablar					
		Habilidad para expresar las idéas					
		LECTURA					
		Aumentar la habilidad para comenzar a aprender a leer					
		Habilidad para aprender las palabras por su sonido, sílabas y consonantes					
		Habilidad para comprender lo que lee					
		Aumentar la habilidad para encontrar placer en la buena lectura					
		Le guste leer					
		ESCRITURA					
		Habilidad para formar letras bien y legible					
		Habilidad para deletrear las palabras más usadas					
		Habilidad para expresar las idéas en la escritura					
		ARITMÉTICA					
		Habilidad para aprender los conceptos de los números					
		Habilidad para aprender las combinaciones más importantes de los números					
		CIENCIA Y ESTUDIOS SOCIALES					
		Habilidad para comprender las actividades en la comunidad					
		Habilidad para comprender la cultura extranjera					
		Habilidad para aprender a buscar información					
		Habilidad para comprender y usar la información obtenida					
		Habilidad para aprender el concepto del método científico					
		ARTE					

UN ARCHIVO DE LA CONFERENCIA ENTRE LOS PADRES Y MAESTROS

Niño_____ Grado_____ Escuela_____ Fecha_____ Maestro_____

COMPORTAMIENTO

Evaluación del Maestro sobre el Progreso Escolar del Niño			Comentarios
OBJETIVOS FUNCIONALES	Satisfactorio	Debe Mejorar	
HÁBITOS DE TRABAJO			
Ser respetuoso y atento con otros			
Ser respetuoso con los privilégios y la propiedad de otros			
Puede jugar bien con otros niños			
Cooperar y obedecer los reglamentos de la escuela			
Respetar a los Autorizados			
HÁBITOS DE TRABAJO			
Seguir las instrucciones de los maestros			
Comenzar y terminar el trabajo a tiempo			
Participar bien en las actividades del grupo			
Trabajar independientemente sin ayuda de la maestra			
Aceptar sus responsabilidades			
Trabajar con cuidado			

Prof. Frank M. Goodman
Director Proyecto Bilingüe

EXPERIMENTAL OUTLINE

LINGUISTIC DEVELOPMENT

LEVELS	SUGGESTED PROCEDURES AND DRILLS	ORALS APPROACH DIAGNOSIS (English Sound Track)	INSTRUCTIONAL MEDIA TECHNIQUES	PROGNOSIS
I 1. ORIENTATION 2. STUDENT PERFORMANCE	1. Conversational Stimulus 2. Statement Patterns 3. Question and Answer Patterns a. Substitution Drills b. Repetition Drills c. Multiple Repetition Drills d. Number Substitution e. Person-Number Substitution Drill f. Response Drills g. Multiple Item Substitution h. Free Placement i. Transformation Drills 4. Vocabulary	1. Testing for: a. Fluency b. Pronunciation c. Enunciation d. Tone 2. Probable Problem a. Problem Features b. Aural-Oral	1. Recordings (Records-Tapes) 2. Length and Frequency of Machine Drill Sessions 3. Programmed Learning 4. Props 5. Language Master 6. Educational Films (Strip and Motion)	1. Listening Comprehension 2. Effective Communication 3. Articulation

Check List for Textbooks or Supplementary Books Evaluation

Bilingual Education

Criteria	UNSATIS-FACTORY	SATIS-FACTORY	GOOD	EXCELLE
1. Is the material up-to-date?				
2. Does the material cover the essentials in this field?				
3. Does the material suggest and discuss applications to everyday life?				
4. Is the content organized for effective classroom use?				
5. Is the author's style suitable and interesting?				
6. Does the author present his material clearly?				
7. Are the vocabulary and sentence structure suitable for the grade level?				
8. Is the material adequate in scope and interest appeal to meet teacher and student needs at the grade level for which it is being considered?				
9. Is the type clear, readable, and attractive?				
10. Is the binding attractive but still suitable for extended student use?				
11. Is the size appropriate for the students of the grade for which the material is being considered?				
12. Are the illustrations clear, well designed, and meaningful?				

1. Have you compared this material with other appropriate materials?

2. Additional Remarks:

3. Do you recommend this book as a basic textbook? _____

4. Reasons for this recommendation:

Reviewer _____ Parent _____

Teacher _____ Parent Council _____

Friend _____ Aide _____

Specialist _____

Date _____

Lista para examinar los libros de texto o evaluación de libros suplementarios.

EDUCACIÓN BILINGÜE

COMENTARIOS	NO SATISFAC-TORIO	SATISFAC-TORIO	BUENO	EXCE!
1. ¿Tiene el material las informaciones más modernas?				
2. ¿Se presenta lo esencial en ésta materia?				
3. ¿Contiene el material sugestiones y discusiones sobre la vida diaria?				
4. ¿El material contenido está organizado en forma práctica para su uso en el salón de clase?				
5. ¿Es el estilo del autor práctico e interesante?				
6. ¿El autor presenta su material claramente?				
7. ¿El vocabulario y la estructura de las oraciones estan de acuerdo con el nivel del grado escolar?				
8. En conjunto, ¿es el material interesante y adecuado para el nivel del grado que se le considerá y a la vez satisfactorio para el profesor y estudiante?				
9. ¿Es el estilo claro, comprensible y atractivo?				
10. ¿Es la encuadernación atractiva y práctica para su uso extensivo?				
11. ¿Es el tamaño apropiado para el nivel de grado que se le ha designado?				
12. ¿Son las ilustraciones claras, bien diseñadas e instructivas?				

1. ¿Ha comparado este material con otros del mismo nivel de grado escolar?

2. Comentarios adicionales:

3. ¿Recomienda este libro como libro de texto?_____¿Como libro suplementario?_____

4. Razones basadas en sus recomendaciones:

Comentarista_____Padre_____

Profesor(a)_____Padre del Concilio_____

Amigo_____Ayudante_____

Especialista_____

Fecha_____

SPANISH ADAPTATION OF PEABODY PICTURE VOCABULARY TEST

Nombre del Alumno_____ FORM A

1. _____ (4) auto, carro
2. _____ (3) vaca
3. _____ (1) bebé, infante
4. _____ (2) niña
5. _____ (1) bola, pelota
6. _____ (3) bloque
7. _____ (2) payaso
8. _____ (1) llaves
9. _____ (4) lata
10. _____ (2) gallina
11. _____ (4) soplando
12. _____ (2) abanico, ventilador
13. _____ (1) excavando
14. _____ (1) falda
15. _____ (4) cogiendo, cachando
16. _____ (1) tambor
17. _____ (3) hoja
18. _____ (4) amarrando, atando
19. _____ (1) cerca
20. _____ (2) bate, bat
21. _____ (4) abeja
22. _____ (3) arbusto
23. _____ (1) sirviendo
24. _____ (1) cosiendo
25. _____ (4) salchicha
26. _____ (2) maestra
27. _____ (3) construyendo
28. _____ (3) flecha
29. _____ (2) canguro
30. _____ (3) accidente
31. _____ (3) nido
32. _____ (4) vagon
33. _____ (1) sobre (postal)
34. _____ (2) recogiendo
35. _____ (1) ensigne
36. _____ (3) visor, anteojos
37. _____ (2) pavo (real)
38. _____ (3) reina
39. _____ (4) coche
40. _____ (1) fuete, látigo, azote

SPANISH ADAPTATION OF PEABODY PICTURE VOCABULARY TEST

Nombre del Alumno _____ FORM A

41. _____ (4) red
42. _____ (4) peca
43. _____ (3) águila
44. _____ (2) torcido (torcer)
45. _____ (4) brillando
46. _____ (2) marcador de teléfano
47. _____ (2) bostesando
48. _____ (2) caerse, volcarse
49. _____ (1) semaforo
50. _____ (1) píldoras
51. _____ (4) submarino
52. _____ (4) termo
53. _____ (3) proyector
54. _____ (4) grupo
55. _____ (3) tacleando, agarrando
56. _____ (1) transportación
57 _____ (2) tablero, mostrador
58. _____ (2) ceremonia
59. _____ (3) envoltura, cascara
60. _____ (4) bronco, caballo
61. _____ (3) dirigiendo
62. _____ (4) embudo
63. _____ (2) delicia, delicioso
64. _____ (3) lector, conferenciante
65. _____ (2) comunicación
66. _____ (4) arquero
67. _____ (1) estadio
68 _____ (1) excavar, cavar
69. _____ (4) asalto, asaltar
70. _____ (1) acrobata
71. _____ (1) merengue
72. _____ (3) utensilio, instrumento
73. _____ (4) químico
74. _____ (3) ártico
75. _____ (4) destrucción
76. _____ (3) portero, mozo
77. _____ (2) costa
78. _____ (4) izamiento, levantando
79. _____ (1) lamentando, llorando
80. _____ (2) espiral

SPANISH ADAPTATION OF PEABODY PICTURE VOCABULARY TEST

Nombre del Alumno _____ FORMA A

81. _____ (3) canoa (kayak)
82. _____ (2) centinela
83. _____ (4) surco
84. _____ (1) viga
85. _____ (3) fragmento, trozo
86. _____ (2) rondando
87. _____ (3) duelo, luto
88. _____ (4) despenadero
89. _____ (2) berrinche
90. _____ (1) sumerger
91. _____ (3) desender
92. _____ (2) cojin para arredilarse
93. _____ (1) canino
94. _____ (1) previniendo
95. _____ (1) pesca
96. _____ (3) valuando
97. _____ (4) aprisionado
98. _____ (1) precipitación, impetuosidad
99. _____ (1) marcador de casa
100. _____ (1) anfibio
101. _____ (3) graduado
102. _____ (2) jeroglífico
103. _____ (1) orador
104. _____ (3) cascada, catarata
105. _____ (4) iluminación
106. _____ (1) nuca, cogate
107. _____ (2) genealogista
108. _____ (2) abollondo
109. _____ (4) mercantil, comercial
110. _____ (2) sobrecargar
111. _____ (4) seducir
112. _____ (3) concentrico
113. _____ (3) vidrioso
114. _____ (1) hermano, hermana
115. _____ (2) machete
116. _____ (4) granuja
117. _____ (1) cornisa
118. _____ (3) temeroso
119. _____ (1) atado con cadenas
120. _____ (2) tartan

SPANISH ADAPTATION OF PEABODY PICTURE VOCABULARY TEST

Nombre del Alumno_____ FORM B

1. _____ (2) mesa
2. _____ (4) camion
3. _____ (2) caballo
4. _____ (3) perro
5. _____ (4) zapato
6. _____ (4) dedo
7. _____ (3) bote, canoa
8. _____ (2) niños
9. _____ (1) campana
10. _____ (4) tortuga
11. _____ (2) trepando, ascendiendo
12. _____ (1) lámpara
13. _____ (3) sentado
14. _____ (2) chaqueta
15. _____ (1) jalando
16. _____ (2) anillo
17. _____ (1) clavo
18. _____ (2) pegando
19. _____ (3) llanta
20. _____ (3) escalera
21. _____ (1) víbora
22. _____ (1) río
23. _____ (4) tocando, sonando
24. _____ (4) horneando
25. _____ (2) cono.
26. _____ (3) ingeniero
27. _____ (4) curioseando
28. _____ (1) papalote
29. _____ (1) rata
30. _____ (1) tiempo
31. _____ (4) navegar
32. _____ (2) ambulancia
33. _____ (2) cajuela
34. _____ (4) esquiando
35. _____ (2) gancho
36. _____ (1) pinzas
37. _____ (3) avispa
38. _____ (2) barbero
39. _____ (3) paracaídas
40. _____ (4) silla de montar

SPANISH ADAPTATION OF PEABODY PICTURE VOCABULARY TEST

Nombre del Alumno _____ FORM B

41. _____ (3) temperatura
42. _____ (1) capitán
43. _____ (2) ballena
44. _____ (4) dinero en efectivo
45. _____ (1) balanceando
46. _____ (3) telaraña
47. _____ (3) jurando
48. _____ (1) argumento
49. _____ (3) boca de agua
50. _____ (4) binocular, gemelos, lentes
51. _____ (1) locomotora
52. _____ (2) colmena
53. _____ (4) aspa, carrete, película de cine
54. _____ (1) insecto
55. _____ (1) roer, royendo
56. _____ (2) arma
57. _____ (3) baranda, pasamano
58. _____ (1) ídolo
59. _____ (1) globo
60. _____ (3) morsa (pescado)
61. _____ (1) archivo
62. _____ (3) tijeras grandes
63. _____ (1) horror
64. _____ (4) jefe de cocina
65. _____ (4) cosecha
66. _____ (3) construcción
67. _____ (4) observatorio
68. _____ (4) asistencia
69. _____ (2) construyendo
70. _____ (3) pura sangre
71. _____ (2) caserola
72. _____ (4) ornamento
73. _____ (3) zapatero
74. _____ (2) otoño
75. _____ (3) disatisfacción
76. _____ (4) escolar, estudiante
77. _____ (1) oasis
78. _____ (3) soldar, soldando
79. _____ (3) asombramiento
80. _____ (1) hilo

PRUEBA DE VOCABULARIO
ORAL
NIVEL PRE-ESCOLAR

La prueba de vocabulario oral es un examen experimental para indicar el índice de habilidad lingüística; se le pide al niño que identifique dibujos que corresponden a palabras y expresiones que lee el examinador.

No se necesita ninguna escritura. Dentro de los límites impuestos por los materiales de esta prueba, la valoración puede considerarse una medida de habilidad mental general.

Los dibujos en esta prueba fueron seleccionados por las maestras Sra. de Carney y Sra. de Gallegos conjuntamente con el Director del Proyecto Bilingüe, Sr. Frank M. Goodman.

Instrucciones Generales

El examinador debe estar completamente familiarizado con la prueba y con este manual antes de la administración de la prueba. Las instrucciones deben seguirse cuidadosamente de modo que los resultados obtenidos por diferentes examinadores sean comparables.

Preparación para la prueba

El examinador tiene que poner al niño cómodo y preparado para leerle la prueba.

Se puede emplear un reloj común y corriente si tiene un segundero. Antes de comenzar la prueba, el reloj debe ponerse a tiempo de modo que el segundero marque 60 cuando el minutero esté en un punto de división.

Instrucciones para el niño

Cuando el niño esté listo y cómodo para la prueba, diga:

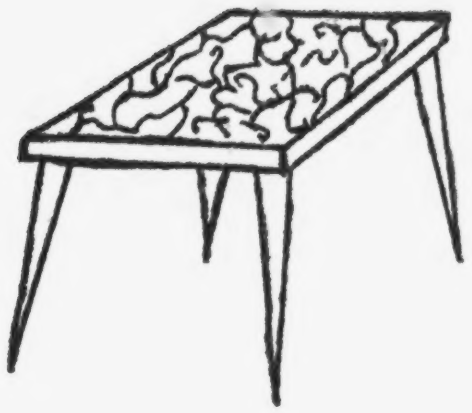
"Ahora vamos a tener una prueba interesante." "Vamos a mirar estos dibujos." (Enseñele una muestra.) Pregúntele: "¿Qué es esto, por favor?" o "¿Cómo se llama esto, por favor?"

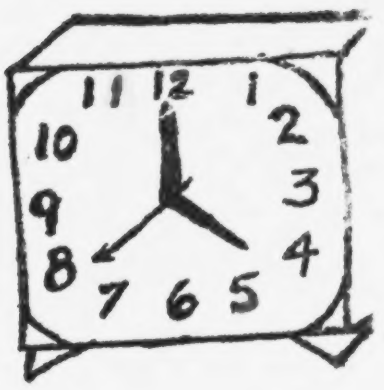
Marque 10 o 12 segundos para que el niño tenga bastante tiempo para responder a cada dibujo. No preste ayuda individual. Si el niño necesita un estímulo de vez en cuando, dígale: "Tú puedes hacerlo." o "¡Qué bonito es este dibujo!" o "¡Qué lindo!"

Valoración

La valoración de la prueba consiste en el número de dibujos contestatos correctamente. Se acepta cualquier método claro que indique la contestación correcta.

Prof. Frank M. Goodman
Director Proyecto Bilingüe

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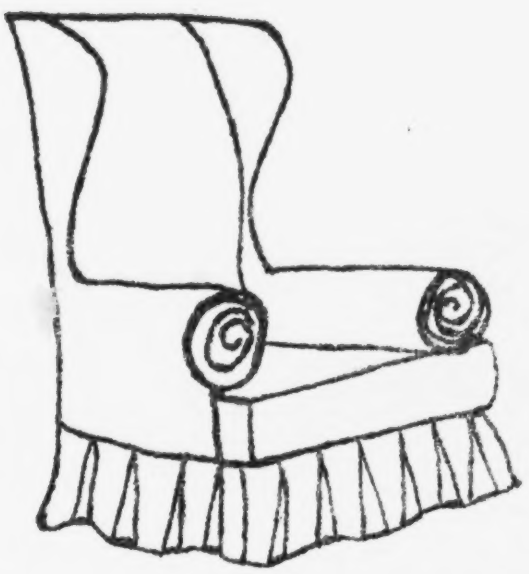

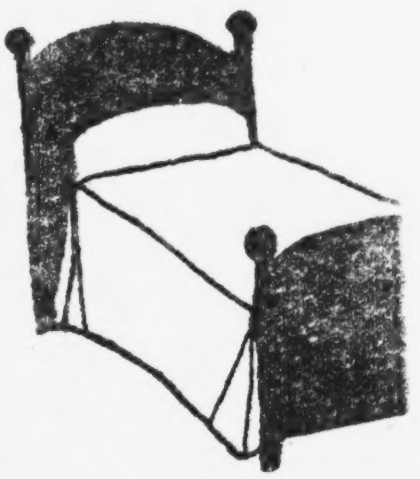

BILINGUAL PICTURE VOCABULARY TEST

Developed by

Mrs. Faith Carney, Mrs. Lucille Gallegos and Mr. Frank M. Goodman

Nombre del Alumno _____

	Spanish	English
1. _____	silla	chair
2. _____	cuchillo	knife
3. _____	mesa	table
4. _____	cuchara	spoon
5. _____	taza	cup
6. _____	vaso	glass
7. _____	tenedor	fork
8. _____	plato	plate, dish
9. _____	casa	house
_____	cocina	kitchen
11. _____	dormitorio, recamara	bedroom
12. _____	cuarto de baño	bathroom
13. _____	comedor	dining room
14. _____	sala	living room
15. _____	puerta	door
16. _____	ventana	window
17. _____	libro	book
18. _____	mapa	map
19. _____	escritorio	desk
20. _____	maestra	teacher

BILINGUAL PICTURE VOCABULARY TEST

Nombre del Alumno _____

		Spanish	English
21.	_____	bandera	flag, banner
22.	_____	lápiz	pencil
23.	_____	papel	paper
24.	_____	salon de clase	schoolroom
25.	_____	manzana	apple
26.	_____	niña	girl
27.	_____	sombrero	hat
28.	_____	pan	bread
29.	_____	mamá	mother
30.	_____	niño	boy
31.	_____	huevo	egg
32.	_____	zapato	shoe
33.	_____	bandera	banner, flag
34.	_____	carretera	road
35.	_____	escuela	school
36.	_____	tienda	grocery store
37.	_____	pato	duck
38.	_____	puerco	pig
39.	_____	gato	cat
40.	_____	tortuga	turtle

BILINGUAL PICTURE VOCABULARY TEST

Nombre del Alumno _____

		Spanish	English
41.	_____	árbol	tree
42.	_____	perro	dog
43.	_____	flores	flowers
44.	_____	conejo	rabbit
45.	_____	cabeza	head
46.	_____	dedo	finger
47.	_____	nariz	nose
48.	_____	boca	mouth
49.	_____	pie	foot
50.	_____	ojos	eyes
51.	_____	pelo, cabello	hair
52.	_____	mano	hand
53.	_____	avión	airplane
54.	_____	sombrilla	umbrella
55.	_____	papalote	kite
56.	_____	columpio	swing
57.	_____	estrella	star
58.	_____	luna	moon
59.	_____	pelota	ball
60.	_____	pera	pear

BILINGUAL PICTURE VOCABULARY TEST

Nombre del Alumno _____

	Spanish	English
61. _____	reina	queen
62. _____	cereza	cherry
63. _____	nueces	nuts
64. _____	rey	king
65. _____	enfermera	nurse
66. _____	saco	coat
67. _____	delantal	apron
68. _____	madera	wood
69. _____	fuego	fire
70. _____	floto, retrato, dibujo	picture
71. _____	cinto, cinturon	belt
72. _____	juguetes	toys
73. _____	carreta, vagon	wagon
74. _____	trompo	top
75. _____	reloj	clock
76. _____	cama	bed
77. _____	oso	bear
78. _____	chivo	goat
79. _____	elefante	elephant
80. _____	chango	monkey

BILINGUAL PICTURE VOCABULARY TEST

Nombre del Alumno _____

		Spanish	English
81.	_____	papá	daddy
82.	_____	barco, lancha	boat
83.	_____	pájaro	bird
84.	_____	caballo	horse
85.	_____	flor	flower
86.	_____	toro	bull
87.	_____	pescado	fish
88.	_____	hombre	man
89.	_____	ardilla	squirrel
90.	_____	pescado	fish
91.	_____	lechuza	owl
92.	_____	conejito	bunny
93.	_____	ranchero	farmer
94.	_____	granero	barn
95.	_____	caballito	pony
96.	_____	maíz	corn
97.	_____	fiesta	party
98.	_____	botella	bottle
99.	_____	huevos	eggs
100.	_____	pastel	cake

AYUDENOS CIUDADANOS

COMITÉ DE CIUDADANOS PARA EL DESARROLLO DEL PROYECTO BILINGÜE
DE LA CIUDAD DE COMPTON

Amigos del Programa Bilingüe
Servicio de los Amigos

(Su Organización)_____

Registro

Nombre Completo_____

Dirección Completa de:_____

Residencia:_____
Calle:_____
Tel._____
Ciudad:_____

¿Puede Usted ofrecer su servicio en el Concilio de los Padres?

SÍ_____NO_____

Días y horas que usted puede disponer para servir como voluntario:

DÍAS		HORAS
Trabajo oficina	( )	_____
Promoción del proyecto	( )	_____
Educación de adultos	( )	_____
Actividades manuales	( )	_____
Primeros auxilios	( )	_____
Dibujo	( )	_____
Música	( )	_____
Teatro	( )	_____
Danzas folklóricas	( )	_____

Recomendaciones que usted tiene para mejorar el desarrollo de este proyecto:

Muchas gracias por su apreciada cooperación.
"Utilize las ideas nuevas, como si fueran las herramientas de un taller donde se forja nuestro destino y nuestra raza."

Director del Proyecto
y Maestras bilingües

EVALUACIÓN DEL PROGRAMA POR
MEDIO DE LOS PADRES DE FAMILIA

ORIGEN: La opinión de los padres de familia sobre los questionarios

1. ¿Le agrado a su niño el programa?
2. ¿Piensa usted que su niño fue beneficiado al participar en el programa?
3. ¿Piensa usted, que usted misma, ha tenido algun beneficio de la participación de su niño en el programa?
4. ¿Piensa usted que su niño tuve un buen programa?
5. ¿Piensa usted que su niño adelanto con este programa?
6. ¿Le gustaría que se tuviera este programa en todos los grados?
7. Comentarios y preguntas de los padres:

_____

_____

_____

_____

MADELINE THOMAS COMPLETION STORIES - ESPAÑOL

(Primaria)

Nombre_____ Fecha_____

1. Un niño(a) va a la escuela. Durante el recreo, no juega con otros niños. Siempre se está solito en un rincón. ¿Por qué?

2. Un niño pelea con su hermanito. Su madre viene. ¿Qué va a pasar?

3. Un niño está a la mesa con sus padres. Su padre de repente se enfada (enoja). ¿Por qué?

4. Un día mamá y papá están enojados. Han reñido. ¿Por qué?

5. Algunas veces le gusta contar chistes (bromas) a sus (a) amigos (b) a sus padres. ¿Qué clase de chistes?

6. Un muchacho recibió malas notas de sus clases. Llega a casa. ¿A quién le va a enseñar (mostrar) la tarjeta? ¿Quién le va a reganar más?

7. Es domingo. Sus padres han ido de viaje (o a misa) y llevan al niño (niños). Cuando vuelven a casa, la madre está triste. ¿Por qué?

8. Este niño tiene un amigo que le quiere mucho. Un día su amigo le dice: Ven conmigo. Voy a enseñarte algo, pero es un secreto. No le vayas a decir a nadie. ¿Qué le va a enseñar? (mostrar)

9. Ya es tarde. El niño está en cama y apagaron la luz. ¿Qué hace el niño?

10. Una noche no puede dormir. Está triste y ha llorado. ¿Por qué?

11. Se despierta durante la noche. Tiene miedo. ¿Por qué? ¿A quién?

12. El niño crece. ¿Quiere el niño hacerse todo un hombre o quiere permanecer como un bebé?

13. Cuando el niño duerme, muchas veces sueña. ¿En qué sueña?

14. ¿Cuáles de todas la historias te gustan más (todos los cuentos)?

15. ¿Qué recuerdos tienes de tu niñez (cuando eras muy pequeño)?

MACHOVER: Dibujar una persona (todo el cuerpo) - Español

Instrucciones: Dígale al niño: Quiero que dibujes una persona, prefiero que me des tu major dibujo (el tuyo).
Si el niño no quiere dibujarse, anímelo, nótelo.
Si el niño quiere dibujar otras cosas (casa, árbol, etc.) permítalo. Si al dibujar la persona, note, si empieza con la cabeza o con el cuerpo.
Si el niño habla durante el dibujo, nótelo.
Al terminar el dibujo, hágase las siguientes preguntas:

Empiece con lo siguiente: Para conocer a esta persona, vamos a contar un cuento o vamos a hacer varias preguntas:

1. ¿Qué está haciendo el niño?_____
2. ¿Cuántos años tiene?_____
3. ¿Dónde trabaja?_____
4. ¿Qué va a ser (ambición)?_____
5. ¿Es inteligente (saca buenas notas?) ?_____
6. ¿Cómo está de salud?_____
7. ¿Es bien parecido?_____
8. ¿Le gusta pelear, de ir?_____
9. ¿Tiene muchos amigos?_____
10. ¿Qué se dice de él?_____
11. ¿Le gusta la familia?_____
12. ¿Le gusta la escuela?_____
13. ¿Le gusta la maestra?_____
14. ¿Qué le gusta más en la escuela?_____
15. Si quisieras hacer (o tener) tres cosas, ¿cuáles serían?

    a._____

    b._____

    c._____

Me llamo:_____ Fecha:

Examinado por:_____

Otras observaciones:_____